

# Pupil premium strategy statement – Woodend Farm School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	20
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	13.12.24
Date on which it will be reviewed	13.12.25
Statement authorised by	Gemma Quantrill
Pupil premium lead	Emma Dolby
Governor / Trustee lead	James Bennett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,571.22
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,891.22

# Part A: Pupil premium strategy plan

## Statement of intent

At Woodend Farm School, we believe that all pupil progress and attainment is not limited to a child's background, and we aim to improve the life chances of disadvantaged pupils by:

- Improving language and communication skills in order to support academic progress, improve confidence, wellbeing and positive behaviour
- To develop outside wellbeing spaces
- To embed a love for reading and reading for pleasure across the school
- To track the progress and attainment of disadvantaged pupils from their start points, identifying any pupils falling behind and putting in timely and effective intervention
- To widen the cultural capital of our pupils and make all experiences through primary school accessible and inclusive

Our current pupil premium strategy plan works towards achieving our objectives by listening to pupil voice, identifying specific gaps and implementing quality first teaching and interventions to support this; focussing on developing spoken language and reading to expose the pupils to higher level vocabulary.

The key principles are in line with Woodend Farm School's intent:

- We seek to provide a broad, balanced, relevant, meaningful and motivating curriculum
- We support our pupils' social and emotional development through THRIVE, which is embedded in all areas of our curriculum
- We plan for wider curriculum opportunities and opportunities to go into the community

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils entering school with low levels of language
2	Pupil's lacking experiences to develop cultural capital
3	Developing safe spaces for our pupils to access when needed

4	Pupils joining our provision with significant learning gaps
5	Pupils low level of engagement on entry

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improving language and communication skills in order to support academic progress, improve confidence, wellbeing and positive behaviour	<ul style="list-style-type: none"> <li>Pupils will confidently use new vocabulary in Topic lessons</li> <li>Specific speech and language targets will be met through the assess, plan, do, review cycle</li> <li>Pupils at the appropriate developmental stage will be able to discuss their emotions and use the zones of regulation to support them.</li> </ul>
To develop wellbeing spaces	<ul style="list-style-type: none"> <li>Pupils will speak positively about wellbeing spaces through pupil voice surveys</li> </ul>
To embed a love for reading and reading for pleasure across the school	<ul style="list-style-type: none"> <li>Pupils will access daily reading with adults</li> <li>Pupils will talk positively about reading and their phonic knowledge through pupil voice surveys</li> <li>Attainment in reading will rise across the school</li> <li>Disadvantaged pupils will know key stories</li> </ul>
To widen the cultural capital of our pupils and make all experiences through primary school accessible and inclusive	<ul style="list-style-type: none"> <li>All classes to access a trip at least once a half term</li> <li>Whole school trips to be held, with new experiences planned for the pupils</li> </ul>
To track the progress and attainment of disadvantaged pupils from their start points, identifying any pupils falling behind and putting in timely and effective intervention	<ul style="list-style-type: none"> <li>Thrive assessments every half term</li> <li>Learning assessments completed each half term</li> <li>Disadvantaged pupils discussed in depth during pupil progress meetings</li> <li>SENCo to meet with class teachers to plan interventions for disadvantaged pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive training	The Thrive approach is a dynamic, development and trauma-sensitive approach to meeting the emotional and social needs of children and young people. It is proven to improve attendance, behaviour and learning outcomes.  In the Thrive Approach we build on these insights to offer a way of working with children and young people that supports the optimal development of their brains and nervous systems.	1, 4, 5
Autism training	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers. (Harry Fletcher-Wood and James Zuccollo 2020)	1, 4, 5

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2035.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality interventions for all pupils, that will benefit our disadvantaged pupils	'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.' EEF, 2021	4



## Part B: Review of the previous academic year – (to be completed September 2025)

### Outcomes for disadvantaged pupils

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

Our pupil premium strategy has been carefully planned in line with the EEF's recommendations and implementation guidance. Our strategy will also be supplemented with:

- Our whole school THRIVE approach and policy. Thrive is the 'golden thread' that runs through our school and allows our children to have their emotional needs met and supported to close any developmental gaps they might have
- CPD to ensure teachers are delivering high quality lessons that meet the needs of our children
- The assess, plan, do, review cycle for each of our children to ensure their learning needs are met and reviewed each term

We will discuss our targets termly and adjust our plan over time to secure better outcomes for our disadvantaged pupils.

Our ISS recovery premium was allocated to Thrive practitioner training, which focuses on closing the gaps on children's social and emotional development, which was impacted by COVID 19.